

CALHOUN FALLS HIGH

P.O. Box 336
Calhoun Falls, SC 29628

GRADES 6-12 Middle School

ENROLLMENT 341 Students

PRINCIPAL Nelson Gibson 864-447-8014

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. Larry D. Lawson 864-446-3250

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 3 | 26 | 21 | 1 |

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Average | N/A |
| 2002 | Unsatisfactory | Unsatisfactory | N/A |
| 2003 | Below Average | Average | No |
| 2004 | Average | Good | Yes |

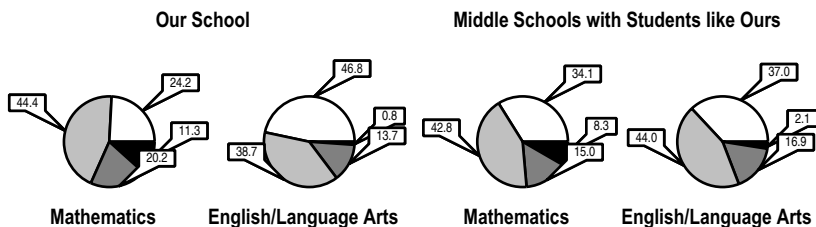
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Gender | | | | | | | | | |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| African-American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disability Status | | | | | | | | | |
| Not Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Full-pay meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |

| | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|--|--|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Gender | | | | | | | | | |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disability Status | | | | | | | | | |
| Not Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Full-pay meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 40 | 100.0 | 48.7 | 38.5 | 12.8 | N/A | 12.8 |
| | Grade 7 | 44 | 100.0 | 27.9 | 60.5 | 11.6 | N/A | 11.6 |
| | Grade 8 | 58 | 98.3 | 46.3 | 53.7 | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 41 | 100.0 | 55.0 | 27.5 | 17.5 | N/A | 17.5 |
| | Grade 7 | 43 | 100.0 | 42.9 | 42.9 | 14.3 | N/A | 14.3 |
| | Grade 8 | 46 | 100.0 | 40.9 | 47.7 | 9.1 | 2.3 | 11.4 |

| | | | | | | | | |
|--------------------|---------|-----|-------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 40 | 100.0 | 38.5 | 46.2 | 12.8 | 2.6 | 15.4 |
| | Grade 7 | 44 | 100.0 | 32.6 | 46.5 | 11.6 | 9.3 | 20.9 |
| | Grade 8 | 58 | 100.0 | 40.7 | 57.4 | 1.9 | N/A | 1.9 |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 41 | 100.0 | 25.0 | 42.5 | 17.5 | 15.0 | 32.5 |
| | Grade 7 | 43 | 100.0 | 19.0 | 40.5 | 28.6 | 11.9 | 40.5 |
| | Grade 8 | 46 | 100.0 | 27.3 | 52.3 | 13.6 | 6.8 | 20.5 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-----------------|-----------------------|--|----------------------|
| Students (n= 341) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 0.0% | No change | 12.4% | 14.6% |
| Retention rate | 10.1% | Up from 2.0% | 4.0% | 3.0% |
| Attendance rate | 96.6% | Down from 96.8% | 95.5% | 95.9% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 3.1% | | 6.9% | 5.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.1% | | 6.6% | 5.3% |
| Eligible for gifted and talented | 2.0% | Up from 0.0% | 12.2% | 14.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 9.2% | Down from 11.1% | 15.1% | 13.9% |
| Older than usual for grade | 7.6% | Up from 6.2% | 5.4% | 4.2% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.5% | Down from 1.7% | 1.2% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 37.9% | Down from 39.3% | 48.8% | 48.7% |
| Continuing contract teachers | 93.1% | Up from 85.7% | 81.6% | 81.7% |
| Highly qualified teachers** | 87.0% | N/A | 91.0% | 90.4% |
| Teachers with emergency or provisional certificates | 3.6% | | 4.7% | 5.3% |
| Teachers returning from previous year | 82.2% | Up from 77.9% | 83.4% | 85.1% |
| Teacher attendance rate | 95.9% | Down from 97.7% | 94.9% | 94.8% |
| Average teacher salary | \$38,227 | Up 3.3% | \$39,220 | \$40,566 |
| Prof. development days/teacher | 5.6 days | Down from 6.5 days | 10.2 days | 11.0 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 4.0 | 3.3 |
| Student-teacher ratio in core subjects | 18.2 to 1 | Down from 18.9 to 1 | 21.1 to 1 | 21.3 to 1 |
| Prime instructional time | 91.9% | Down from 93.5% | 89.4% | 89.3% |
| Dollars spent per pupil* | \$6,540 | Down 20.3% | \$5,549 | \$5,821 |
| Percent of expenditures for teacher salaries* | 62.0% | No change | 62.3% | 61.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.2% | 95.6% | 95.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Average | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools** | N/A | | 92.0% | |
| Highly qualified teachers in high poverty schools** | 92.9% | | 91.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school** | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Last year's efforts by students and staff paid off with across the board increases in tested performances. The Report Card grades for both middle and high school rose from "unsatisfactory" to "below average." The high school "improvement" rating was "excellent" because of "substantial improvement in achievement of students belonging to historically underachieving groups of students." Almost all PACT scores increased for the 6th, 7th, and 8th grades with the 7th graders showing the greatest improvement.

Working closely with our School Improvement Council, we continued stressing academic programs concentrating on differentiated instruction in all areas. Our standards-based curricula included, for the second year, an after school program involving all grades, six through twelve. Assistance from the State Department of Education included financial grants and a Middle School Math Specialist who provided on-site professional development and direct classroom and student assistance. We added a part-time middle school guidance counselor who also assisted middle school ELA teachers. As testing ended this year we were optimistic that the efforts of students and staff will be rewarded.

Looking ahead, we have been provided by the SDE with two additional teacher specialists, middle school science and secondary/middle school English. Our aim is to continue a slow but steady move upward in the coming years.

Nelson Gibson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 40 | 50 |
| Percent satisfied with learning environment | 96.8% | 70.0% | 66.7% |
| Percent satisfied with social and physical environment | 100.0% | 75.0% | 72.9% |
| Percent satisfied with home-school relations | 54.8% | 85.0% | 51.0% |

*Only students at the highest middle school grade level at this school and their parents were included.